

Unit Planning Guide: PK Unit 2 of 7

Unit Title: Understand, Explore, and Connect Oral Language Concepts to Print	Pacing (Duration of Unit): 5
Grade: PK	Buffer Day(s): 2

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

- **RI.PreK.MA.10 Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud.**
- **RL.PreK.MA.10 Listen actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud.**
- RL.PreK.MA.1 With prompting and support, ask and answer questions about a story or poem read aloud.
- RI.PreK.MA.1 With prompting and support, ask and answer questions about an informational text read aloud.
- RF.PreK.MA.1 With guidance and support, demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet.
- RF.PreK.MA.1a Handle books respectfully and appropriately, holding them right-side-up and turning pages one at a time from front to back.
- **SL.PreK.MA.1 Participate in collaborative conversations with diverse partners during daily routines and play.**
- SL.PreK.MA.1a Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking, listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an

WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

<p>answer, gaining the floor in appropriate ways).</p> <ul style="list-style-type: none"> RF.PreK.MA.1d Recognize and name some uppercase letters of the alphabet and the lowercase letters in one's own name. 	
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Meaning (*Mostly assessed through Performance Tasks/Assessments)	
<p>Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)</p> <ul style="list-style-type: none"> Actively engage students in group reading activities with purpose and understanding. Asking and answering questions, demonstrates students’ understanding of text. Increase sustained listening stamina during read aloud Recognize that spoken words can be represented in print Print has meaning 	<p>Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)</p> <ul style="list-style-type: none"> Why do we write? What can we learn from stories? How do pictures, sounds, symbols, and words help us learn?
Acquisition (*Mostly assessed through traditional summative assessments)	

<p>Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p><i>Students will know ...</i></p> <ul style="list-style-type: none"> • That fiction is make believe and non-fiction is real • That written text is represented through different words and letters • That the setting is where the story takes place • That the characters are the people and things that the story is about • Upper and lowercase letters in their own name (visually recognize) • When and how to engage with others throughout their day • That there are appropriate procedures/routines for interacting in a group <p><u>Key Academic Vocabulary</u></p> <p>Fiction</p> <p>Non-Fiction</p> <p>Make believe/pretend</p> <p>Real</p> <p>Title</p> <p>Author</p> <p>Illustrator</p> <p>Character</p> <p>Setting</p>	<p>Skills: The discrete skills and process students should be able to use independently (<u>Bloom's Level of Learning should be noted in parentheses.</u>)</p> <p><i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> • Demonstrating receptive behavior throughout the school day • Matching letters in their own name • Asking and answering w-h questions with guidance and support • Identifying the basic features of written text • Using books appropriately • Identifying setting and character in a story • Retelling informational text with visual and auditory support • Taking turns in talking and listening to peers and adults
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